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ABSTRACT

The purpose of this article is to examine issues related to the design of training programs for educational personnel. An educational training program consists of sets of planned experiences offered in a prescribed sequence and manner but involves other factors as well, since a training program is an environment going beyond the explicit content communicated to include overt and attitude change. The author examines implicit factors involved in creating a "powerful environment," including change as a stated objective, provisions for both professional and personal development, the valuation of such changes and their congruence. Design issues examined include problems of integrating the horizontal and vertical organizational components as separate entities and as parts of a structural whole; instructional settings and locales; and strategies for developing an integrated structure. Process issues are the other major components of developing the energy and potency needed to make a program a "powerful environment." The author examines recruitment, selection and admission processes, advisory and staffing processes, training processes (grouping, teaming, and contracting), and supervision modes in an effort to explicate means of intensifying these processes in order to increase the potency of the training program. Implicit processes (choosing of deductive or inductive inquiry methods, activity selection, sequencing and pacing) are the last factors examined by the author. In summary, a program becomes a program when structural and process dimensions are so designed and managed as to provide a "total learning experience" for the trainee. (MB)

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Issues in Designing Preparation Programs

or "When is a Program a Program?"

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Issues in Designing Preparation Programs

or "When is a Program a Program?"

Opinion abounds from every quarter that educational personnel are not adequately prepared. Most recent to join the long procession of education critics are the Conference Board (1), National Commission on Reform of Secondary Schools (2), The Panel on Youth of the President's Advisory Committee (3), and California's RISE Commission (4). All discuss the poor quality of life in the nation's schools. Many decry the ability of the teacher education to adequately train personnel to effectively deal with today's youth. The Study Commission on the Undergraduate Education and the Education of Teachers (5) suggest, in part, that "The University Can't Train Teachers".

Nor is there any plethora of solutions. The training complex or teaching center, competency-based curriculum, and the standards approach to certification, to highlight a few, all have their advocates. All promise to provide "a new kind of professional." While a development of "neutral ground" for training, tying curricular experiences to desired terminal objectives and linking the evaluation of the training efforts of the accreditation process are desirable trends, the quality of training educational personnel will not be maximized until the training process is reconceptualized. The notion of "program" provides one such basis for reconceptualization.

The purpose of this article is to examine issues related to the design of training programs for educational personnel from the perspective of "program". Constructs from a recent theoretical and research writings in the areas of adult socialization provide a conceptual basis for this discussion. Strategies and issues drawn from a number of training programs and projects serve to illustrate the potency of this approach to program design.

Program as a Powerful Environment

What is an educational training program? It is, of course, a set of planned experiences (usually courses), offered in a prescribed sequence and manner. However, it is much more. Writers from a variety of the social and behavioral sciences present concepts and evidences that an educational training program goes beyond the explicit content communicated. A program creates an implicit environment. This environment may, or may not, be congruent with the expressed program content. Rogers (6) talks of the "total impact" of a program, Joyce & Weil (7) talk about "the creation of environments", while Sarason discusses the "creation of settings" (8) and a "psychological sense of community" (9). Bloom (10) cites evidence in support of "powerful environments", while Hallberg (11) discusses the "silent curriculum" in counselor training programs; and, of course, McLuhan (12) argues that the "medium is the message". If an educational training program is more than the explicit content communicated, then, as Overly (13) argues, the learnings from the "hidden curriculum" become significant, especially if they expand and reinforce the more explicit material.

The purpose of an educational training program is to develop personnel to deal effectively in educational settings. It is, as Mosher and Purpel (14) note, "to change people". The kinds of changes (thinking, behavior or values) that are proposed become the critical agenda in designing and conducting such programs.

Brim and Wheeler have reviewed the nature and processes of adult socialization, the processes by which adults learn new ideas or functions. In contrasting adult with child socialization mechanisms, they observe:

> In general, then, socialization after childhood deals primarily with overt behavior in the role and makes little attempt to influence motivation of a fundamental kind or to influence basic values (15).

They argue that training programs focussed at changing thought or behavior, without dealing with parallel internalization of new values are of modest effect. Frequently, under stress, these new behaviors or thoughts may break down if they are incompatible with the individual's basic values. Regression to previous modes of behavior are common, neutralizing the effects of training.

These sociologists argue that, in childhood, value internalization occurs because of the authority and strong effect which characterize the child's environment. What happens in most educational training programs is, not that they do not deal with values, but that it is done in a superficial manner. The environment is not one of either

high power or high effect. Compounding the problem is all too frequent incongruent between the explicit values of the communicated content and the implicit values of the "hidden curriculum", or program (16).

An educational training program then has at least the following characteristics: (1) its purpose is to change people, (2) it must provide for both professional (overt behavior) and personal (value and attitude) development, (3) it must be a "powerful environment", one in which both kinds of development are possible and valued and (4) it must be an environment where the overt and covert values are congruent.

Values in Powerful Environments

In responding to design issues, two value positions need be explicit and dominant for the development of a training program as a powerful environment. The first is a value for both personal and professional development. A program must see the development of self and self as professional as critical training values. This speaks to opportunities for encounter and dialogue to be viewed as complementary and necessary processes with practice teaching, supervision and theory construction. To enhance personal development, group processes experiences, a new role for a philosophical foundations and clinical supervision might best be employed. The process of becoming a professional involves self-development as much as professional content and technique.

The second overriding value is that for individualization. A

dominant, implicit value is one of attempting to model an individualized educational program for each participant. Within the general competencies deemed necessary and appropriate,maximum opportunities for individualization must be provided. Program response to individual learning styles, rates and outcomes are important. Properly conducted, each participant can have a totally different sequence and range of learning activities. The extent to which the organization and management of structure and process of an educational training program is managed provides not only the maximization of personal and professional skills but provides a powerful model for the trainee to emulate in their own professional practice. The absence of this environment results in a fragmented and ineffective educational experience.

Experience with a variety of training programs as well as a review of the developing literature of program descriptions (17) suggests that the following design issues or dimensions must be dealt with if a training program is to be more than a collection of courses. More specifically, these issues appear "content-free"; since they appear relevant for training programs for teachers, specialists and administrators. They are the dimensions of structure and of process that lead to the creation of a powerful environment!

Structural Issues

Design issues dealing with the structure of a training program include horizontal and vertical components and their many forms. An integrated organizational scheme is suggested as one strategy to develop a powerful environment.

Program Components

The literature identifies a number of components or elements which either are or ought to be present in every educational training program. On a horizontal dimension elements to be included are from the disciplines, pedagogy and professional practice. Most frequently these include courses from the Colleges of Art and Sciences, Schools of Education and field experiences in the public schools. Of late, there has been considerable interest in providing inputs from two other sources--the parents of the children served (the community) (18) and from the trainees themselves (19). A continual design issue is the identification and selection of appropriate inputs from these five horizontal components.

On the vertical dimension, educational training has developed hierarchy from paraprofessional to pre-service professional (undergraduates, master's and doctoral students) to continuing education for supervisors and university trainers. This notion of levels of participants and training has been documented by Provus (20). His taxonomy for the gathering of evaluation data from the federally supported TTT project as well as the idea of "career ladder" are manifestations of this vertical dimension. The design issue is to identify the scope of involvement across this vertical dimension.

Multiple Forms and Settings

There are many forms for involvement. The range of forms presently include: large group or small group instruction, tutorial activities and field experiences including observation, prepracticum,

micro experiences, practicum or internship. In addition, simulation and gaming, independent study, programmed learning, and a variety of media are used in some programs. What components are to be present in what form is a familiar design issue.

The second aspect is that of place or setting. The location of the component input and form are related questions. Are all activities conducted on campus, in the School of Education or School of Arts and Sciences? In one school or cooperating practicum or field site? Becker and Ruch (21) have discussed the relationship between field sites and program processes. They need not be fragmented.

Integrated Structure

The issues of variety and place should not be viewed out of the context of fragmented versus integrated organization. This is a key organizational dimension. If a training program is to develop the intensity and potency necessary to integrate personal and professional development, some structural arrangement that will integrate components is necessary. In most cases, training programs are fragmented and unorganized. The linearity of the design; i.e., for teacher education Arts and Sciences participate early, the School of Education in the middle years, followed by supervised off-campus experiences toward a later portion in the program or for specialists, theory then practice, is an all too common pattern. Little articulation or interconnectedness exists between the several components of the horizontal dimension nor between the forms in which

they are presented.

Integration applies equally well to the vertical dimension. Our present hierarchy system within educational training programs separates preservice from inservice, undergraduate from graduate education, university faculty from master teachers and beginning teachers. This lack of integration across both the vertical and horizontal components is the key structural dimension that prevents the building of a "powerful environment."

Strategies for Developing an Integrated Structure

There are approaches that given department or unit can use to intensify its program. The notion of an institute organizational model is well documented (22) and it is one design for an integrated structural arrangement. These examples utilize an intact program approach encompassing components from the horizontal and vertical dimensions and were designed for full-time students.

Smaller units or even part-time programs could take several steps to intensify any area of the curriculum. Through the management of the time of admission and the building of a schedule, specific structural boundaries are created. The potential for integrating components and developing a "powerful environment" is then possible. For example, a unit could limit matriculation of students to once a year (preferably in the fall). Students might be admitted to the institution or department at any time but would only enter specific core or block given in the fall semester. Next, by building a back-to-back time schedule of key courses, the possibilities of

greater intensification and the development of a training environment is enhanced. Finally, by sequencing specific blocks of courses over an academic year or longer, one completes the structure of an "intact group of students in a program". More importantly, these three steps can be accomplished in a small program or whole department for both part-time and full-time training without major institutional change.

Process Issues

The establishment of an integrated structural arrangement does not, in and of itself, lead to a "program". The design and management of the process dimension is also required. It is the development of specific processes that provides the energy and potency to make a program "powerful environment."

In one sense a program is an experiment in seeking ways to extend processes for training educational personnel. It should be an attempt to use old and new processes in different and more potent ways. If, as McLuhan argues, "the medium is the message", then careful attention must be given to several processes if integrated training environment is to be maintained. All too often, many of the following processes are left to the individual to design. The absense of variety and interconnectedness between these processes seriously fragments and deminishes the environment effect. If processes are capriciously planned, they may give a strong and conflicting message from the content of the training program. It is

under these conditions that the "hidden curriculum" becomes distructive. A variety of these processes are identified in the following paragraphs.

In examining these processes, attention will be given to strategies for intensifying their potency; hence, contributing to the development of a "powerful environment".

Recruitment, Selection and Admission Process

The recruitment and selection of participants for an educational training program is as a critical process. A program should be concerned about recruiting and selecting the "best" candidates. However, the process itself contributes to the programmatic environment. Alternatives to the usual process might include securing institutional support for training at the time of selection. Sharing the admission decision with cooperating schools or agencies aids in tying entrance with placement and builds component involvement.

The selection process is the first step in building a training community. Limiting admission and selection to once a year is critical to creating intact groups. Another strategy is to recruit teams of experience with inexperienced personnel or those interested in employment in traditional or non-traditional educational settings. Finally, the investment of faculty time in recruitment and selection is important. All faculty might play some role in the admission process by way of interviewing, providing information, reviewing credentials or actually serving on selection teams. Such invest-

ment is valuable if an early sense of community is to be built among faculty and students. This then becomes the focal point for early curricular planning and sequencing.

Advisement and Staffing Process

The relationship between the advisor and the student is an essential process of any training program. Personal and professional issues should characterize the relationship, which necessitates a significant expenditure of time on the part of faculty and students. Advisement should influence curricular design. The notion of staffing or a process of individual evaluation and involvement in curricular building is a useful one. This process for curriculum design revolves around faculty and student input with program content and response.

A staffing process is predicated on the assumption that student groupings, faculty assignments and program contact are periodically negotiable at the same time. Only with intent organization is this possible. The temporal nature of this process cannot be underestimated. When faculty assignments and content are previously determined, an individualized curriculum is difficult or nigh impossible. A variety of models for developing and operating this approach have been reported (23). The relationships among the instructional program and the staffing model within an intact program are illustrated in Chart 1.

Chart 1 about here

The staffing process can become the management system within a program. It is through a staffing process that training processes can be managed.

Training Processes

Much has been written about the processes that support integrated personal and professional development. Some strategies are easily explicated, others are often left implicit. The following are among the more frequently reported in the literature and hold unusual promise for intensifying the training experience.

Instructional modes refer to the general faculty style of intervention. An objective-cognitive-theory/conceptual mode is where the general style of faculty intervention is geared to the attainment of cognitive outcomes, awareness and understandings. A subjective-affective-experiencial mode is where faculty intervention is geared to attainment of cognitive, personal and experiencial outcomes and an applicative-skilled-development-professional mode is where intervention is geared toward the attainment of specific skills or professional competencies. The critical process design issue is where to utilize the instructional modes and its appropriateness at a particular point in a program.

Grouping, the process by which a number of instructional groups are created is a well known and useful training process. Groups can be built around content, topics, school or community needs as well as personal or professional issues. The assignments of students to

groups can be prescriptive, selective (choice among alternatives) or elective (student option to enroll or not). Prescription can be around content or personal variables. Heterogenious, homogenious or random learning grouping as well as faculty choice or school or community need, provide addi ional decision a basis for the development of instructional groups.

Teaming, the development of instructional teams, like grouping, is a potent training process. The selection or assignment of students to multi-level, or multi-disciplinary teams to accomplish specific goals in a field site or an on-campus activity is another strategy to sharpen th training environment.

Contracting, the development of a learning contract between a student and faculty to accomplish a specific learning outcome is a frequent and useful process for individualization within a training program. Contacts can be developed from staffing decisions or at the initiative of student or faculty.

Supervision modes, an intensive, clinical supervisory mode, as contrasted with extensive observational mode, are available and useful training processes. Clinical supervision (24) provides for personal as well as professional development. The supervisory process complement activities in a field setting. Both are necessary prerequisites to the establishment of the clinical supervisory relationship, which is characterized by developmental processes sequenced over-time, and potentially involves the psychological processes of differentiation and integration.

Implicit Processes

Several processes, usually left implicit, contribute to the building of a powerful environment. They are reported here in the hope that they might be explicitly designed. The first such issue is the role of deductive versus inductive inquiry. At issue is the extent to which learning situations utlizing either logic system are present in a program. The literature on adult socialization (25) indicates that most educational encounters for adults rely heavily on the deductive mode. To develop a "powerful environment", early emphasis might be given to inductive, self-discovery modes of inquiry. In a similar vein, a strong design value might be placed on experiencial learnings and opportunities (26). It is from that basis that descriptive, conceptual, analytical or synthetic understandings might be developed. Attempts might be provided to use prior experiences along with present ones toward taking an expanding experiencial base for learning. All too infrequently, experiencial learnings are minimized in educational training programs or not present at all.

A second design issue is the selection of activities which intensify versus extensify process experiences. Through the course of educational training programs, the participant should be confronted with activities which intensify their learnings through the involvement in specific problems, projects or participation in specifically constituted groupings. Conversely, participants should be given opportunity to extensify their learning by creating curricular options, activities, electives, selectives, visitations, observations

and the like. With structures which facilitate both of these processes and environment which is responsive to individual needs at any point in time can be maintained.

A third design issue revolves around sequencing and pacing. The management of the order in which an individual is presented with learning activities (sequencing) and the rate (pacing) of various learnings are critical process decisions. Individual schedules might be adjusted to respond to these variables. Conversely, they are critical in the design of a training program.

In summary, a program becomes a program when structural and process dimensions are so designed and managed as to provide a "total learning experience" for the trainee. Permeating this environment are dominant values for personal and professional development and individualization of educational experience. The structural arrangement of an intact group and intensification of training processes appear unusually potent strategies for building and managing such programs.

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INDIVIDUALIZATION AND PROGRAM BUILDING

THE STAFFING MODEL

Instructional Program (8-10 weeks)		Staffing (1 week)		Instructional Program (8-10 weeks)
Student Schedule	P	Student-Faculty & Faculty-Student Input, Feedback, Assessment	P	New Student Schedules
----------	R		R	----------
Faculty Assignment	O	around	O	New Faculty Assignments
----------	V	Student Progress (Rate, Sequence, Emphasis, Content, etc.)	D	----------
Curricular Emphasis	I		U	New Curricular Emphases
----------	D	Faculty Contribution (Instructional Mode, etc.)	C	----------
	E		E	
	S	Curricular Content (Emphasis, Intensity, etc.)	S	